

UTILIZING ECP TECHNIQUE TO ENHANCE STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS

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Abstract

Writing is the most difficult skill to learn and to master, because writing is an active or productive skill. In fact, the students do not have desire to study and they do not have motivation to learn English especially writing in narrative text. Another case is the technique in teaching writing does not help the students' ability in mastering writing skill. ECP Technique (Estafet Chain Pictures) is one of cooperative activities which aims to enable students to associate learning as a fun activity and teaching writing where the students will learn writing in a group and the students also have a chance to enhance their writing ability individually. By utilizing ECP Technique as a means for teaching writing will be more interested in the process of teaching learning and more active in learning. The purpose of this study was to identify the enhancement of students' writing skill on narrative text and learners responses after being taught by utilizing ECP Technique. The research design of this study is classroom action research (CAR). There were two kind of the data: qualitative and quantitative data. The qualitative data were collected by observation, field notes, interview, questionnaire. And the quantitative data were collected by test. In the study, the researcher took a test of their enhancement in each cycle. The researcher conducted this research in the eighth grade students' consisting of 32 students. The students can be said successful if the score of students' writing test are 70 as the minimum score. The mean score of the test in pre-cycle was 56. The second calculation showed the mean score of the test in cycle 1 was 67. The mean score of the test in cycle 2 was 75. It means that the indicator of achievement was reached because there was an enhancement of students' writing score on narrative text. The implications of this research make the students were more enjoyable in learning English especially in writing narrative text.

Keywords: Writing, Technique, Narrative, Classroom Action Research, Cooperative Learning, Sport Game.

INTRODUCTION

Writing is the most difficult skill to learn and to master, because writing is an active or productive skill. Students who are learning writing have to learn how to write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories. But, many students have difficulties in expressing their ideas when the teacher asks them to make good sentences or paragraph. Richards and Renandya (2002: 30) stated that "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts." This is in line with Harmer (2007: 278) who states that mastering productive skill especially writing can be very stressful if they do not know the appropriate words or

grammar to express the idea. It is clear that to be able to write correctly, language learner must have a good mastery on grammar, content, organization, vocabulary, and mechanics.

The researcher found some problems existing in the eighth grade of MTs Negeri Blora in learning English is writing. The factor from the students such as; the students do not have desire to study and they do not have motivation to learn English because they considered that English is very difficult. Beside that, the students had difficulty in generating sentences into good paragraphs. Then, the factor from the teacher is the teacher dominates his/her roles in the class and also the materials only come from the course without providing any supporting technique in teaching writing. The technique in teaching

writing does not help the students' ability in mastering writing skill.

From some causes mentioned, that must be solved about uninteresting method or technique used by the teacher in teaching and learning process. In this case the researcher interested to try a technique in writing narrative text, namely ECP Technique (Estafet Chain Pictures). writing narrative text, namely ECP Technique (Estafet Chain Pictures). ECP Technique (Estafet Chain Pictures) is one of the techniques to teach writing which can be applied in group by using Chain Pictures. According to Ariyani (2015: 29), Estafet is a sport game which is adopted into teaching writing in a group and every member of group is assigned to write a paragraph one by one. Fadilah (2010: 4) says that Chain Picture is a series of picture which have connection between one and the others to perform a meaningful story.

From the definition above, the writer concludes that ECP Technique (Estafet Chain Pictures) is the students activities which have connection between one and the others students to conveys their message based on chain pictures.

Based on the background of the study, the researcher formulates the research question as follows: 1. How is the enhancement of students' writing skill on narrative text after being taught by utilizing ECP Technique at the eighth grade of MTs N Blora in the academic year of 2017/2018? 2. How are the students' responses after being taught by utilizing ECP Technique at the eighth grade of MTs N Blora in the academic year of 2017/2018?

The aim of this research are:

1. To identify the enhancement of students' writing skill on narrative text after being taught by utilizing ECP Technique at the eighth grade of MTs

N Blora in the academic year of 2017/2018. 2. To identify the students' responses after being taught by utilizing ECP Technique at the eighth grade of MTs N Blora in the academic year of 2017/2018.

There are some previous studies related to the topic about ECP Technique (Estafet Chain Pictures). Umi Fadilah Hidayati (2010) entitles "The Use of Chained Picture as a Medium for Improving Students Writing Skill of Narrative Text (A Classroom Action Research at Eighth Grade Students Of SMP Negeri 1 Blora in The Academic Year of 2009/2010)". In other case, Zulfah Ariyani (2015) entitles "The Use of Estafet Writing with Chained Pictures to Improve Students' Writing Skill on Narrative Text (A Classroom Ation Research at the 10th Grade of MAN 01 Kudus in the academic Year of 2015/2016)".

METHOD

A classroom action research always needs data to support the investigation. In this research, the researcher used five techniques for collecting the data: observation, test, questionnaire, interview and field notes.

1. Observation. It will assess the students' behavior changing during the research. It contained students' participation, behavior, interest, improvement, and difficulties.
2. Test is given the students focus on writing narrative text by utilizing ECP Technique. The test used in this study is pre-test and post-test.
3. Questionnaire would distribute after the research was done. The researcher distributed the questionnaire to know the students' opinion about the learning process.

4. Interview is applied for the English teacher and also the students before and after classroom action research.

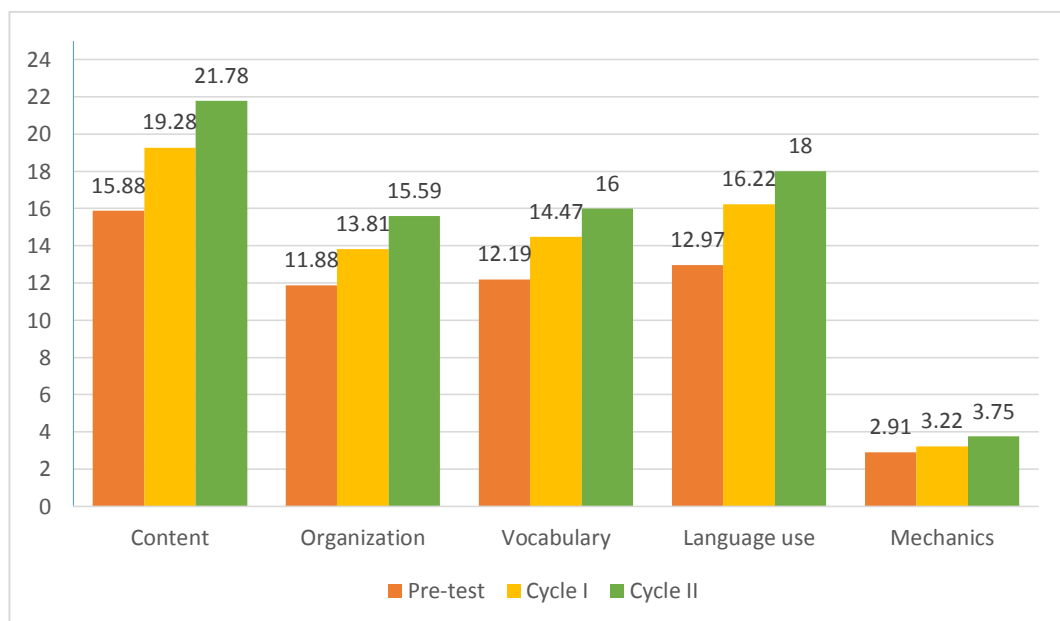
5. Field notes was a kind of note in which the researcher wrote some of the findings during the observation.

FINDINGS AND DISCUSSION

The findings and discussion referring to the efforts to enhance

students' ability in writing narrative texts utilizing ECP Technique (Estafet Chain Pictures). It will be presented in four headings: preliminary research, research implementation, the result of post research and discussion.

The researcher presented the improvement made by the students from pre-test to post test in the following chart.



In addition, the students' writing skill increased in each aspects of writing; content, organization, vocabulary, language use, and mechanics. The students' score in each

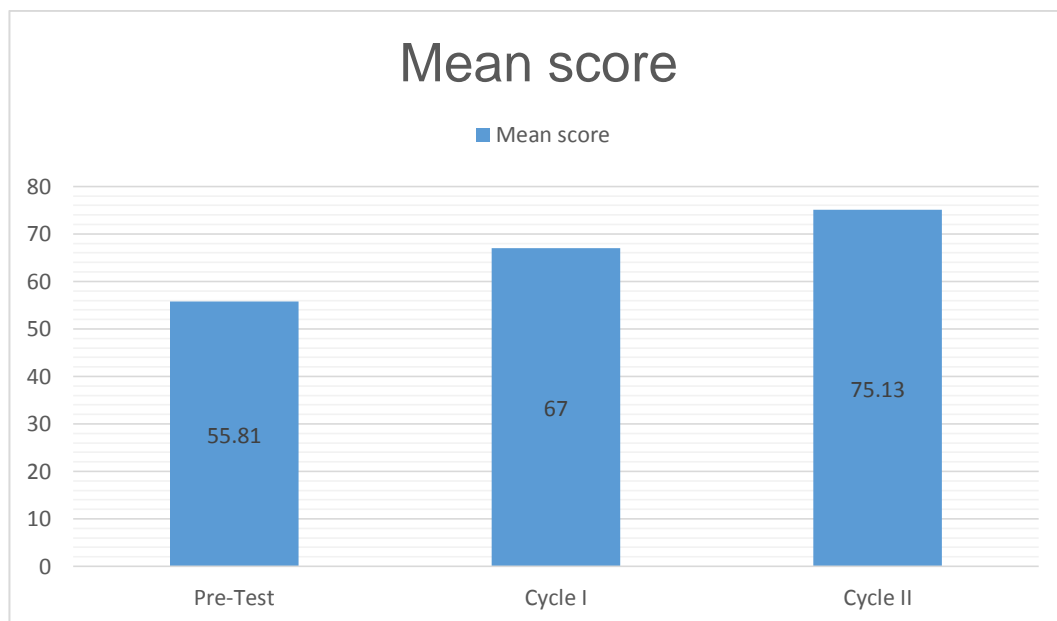
aspect increased in each cycle. Besides, the researcher also presented the general finding in mean score of students' writing skill which started from pre-test to post-test as follows.

Table 4.14 General Finding of students Cycle II.

writing score in pre-test, Cycle I, and

Mean	Pre-test	Cycle I	Cycle II
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Based on table 4.14, it is showed cycle 2 was 75.13. It means that the that the mean score of the test in pre- indicator of achievement was reached cycle was 55.81. The second calculation because there was an enhancement of showed the mean score of the test in students' writing score on narrative text. cycle 1 was 67.00. The third calculation It could be seen from the chart below: showed the mean score of the test in



Discussion

The utilizing ECP Technique in this research brought some successful enhancements in the students' writing skills on narrative text and the teaching and learning process. Based on the

findings of the research, the first enhancement was related to the content. ECP (Estafet Chain Pictures) Technique which were provided during the process of teaching and learning of writing could stimulate the students to generate the

ideas. It could help them to brainstorm the important ideas that they had to write. They could write longer paragraphs than before the action. This finding is in line with Wright (1989) who states that chain pictures contribute to a specific important point or stimulus.

The second enhancement was related to organization. By looking at the pictures, the students could organize the ideas that they had in mind into a good sequence. They could arrange them regarding to the generic structure of narrative text and in a chronological order. Their writing became well written and well read. The finding was also suitable with the utilize of ECP Technique as stated in Yunus (1981) who defines estafet chain pictures as a number of pictures which relate each other and place in a sequence and also is used to tell events or stories.

The third one was in the aspect of language use. By providing some

exercises about grammar which were related to the text, the students could have better understanding about the concept of simple past tense. The writing process accompanied by discussion and giving feedback also could enhance the students' mastery of language use. They followed the process of writing such as planning, drafting, revising, and editing which could help them write effectively as stated in Richards and Renandya (2002); Nunan (2003); Hyland (2003). The next enhancement was in the aspect of vocabulary. By looking at the pictures and looking up at the dictionary, the students could utilize more appropriate words in writing. They could choose the words based on the context that they needed to be utilized. This finding was also in line with Wright (1989) who mentions that chain pictures provides a sense of context of the language.

The next was related to the mechanics. Those students' awareness about the

spelling of the words was enhanced. They checked the spelling of the words in the dictionary so they could minimize the misspelling.

Moreover, by giving feedback the students also became more aware about the punctuation and capitalization. The last was related to the students' motivation in learning. The utilizing ECP (Estafet Chain Pictures) which was combined with picturebased activities such as sequencing jumbled pictures could attract the students' attention. They also enjoyed looking at the pictures during the learning. They got more engaged during the discussions, group works, and individual works. This finding was also in line with Wright (1989) and Smaldino (2005) who state that one of the benefits of chain pictures is that it contributes to make the students interested and motivated. Thus, the students' writing skills in writing narrative text was enhanced after the

utilize of estafet chain pictures which was also combined with some picture based activities.

In conclusion, utilizing ECP Technique (Estafet Chain Pictures) could enhance the students writing skill of grade VIII F students at MTs N Blora. The first enhancement was content. ECP Technique (Estafet Chain Pictures) help the students to generate their ideas. The second enhancement was related to organization. ECP Technique help students to organize the ideas that they had mind into a good sequence. The third was in the aspect of language use. The students could understand about grammar. The next enhancement was in the aspect of vocabulary. The students could utilize more appropriate words in writing. And then was related to the mechanics. The students awareness about the spelling of the words was enhanced. And the last was the actions conducted during holding the research

could enhance the students' responses. The positive responses are the students more enthusiastic in learning narrative text, and doing the assignment.

CONCLUSION

Based on the result of the analysis in the previous chapter, the conclusion can be drawn as follow:

1. The students' enhancement of writing narrative text can be seen in the enhancement of their achievements in test. The students' mean score in the pre-cycle is 55,81 or 19% students achieved the minimum standard score, the students' mean score in cycle 1 67 or 56% students achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 75,13 or 84% students achieved the minimum standard score (KKM). It showed that ECP Technique (Estafet Chain Pictures) could enhance students' writing skill on narrative text.

2. Related to the observation, interview, field notes and questionnaire result showed that there were positive responses from the students after being taught by utilizing ECP Technique (Estafet Chain Pictures). The positive responses are the students more enthusiastic in learning narrative text, and doing the assignment. The students also can build their responsibility and good cooperation in team. Beside it, the students can understand the material and produce a better narrative text.

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